Civilian Leadership Development

Mentoring Handbook

Department of the Navy
Civilian Leadership Board

www.dasnhroc.navy.mil

Introduction

Mentoring is a powerful form of human development. Some organizations believe mentoring improves the talent for management and technical jobs as well as helps to shape future leaders. Mentoring is not a new concept. It has been part of formal development programs for some time. Mentoring is an effective vehicle for developing leaders. It is a major component of the Department's Civilian Leadership Development **(CLD)** framework.

Mentoring offers an opportunity for mentors and employees to expand their leadership, interpersonal, and technical skills. The process can be simple and natural or very sophisticated.

This handbook provides information on the mentoring process to potential mentors and CLD participants. It describes the roles and responsibilities of mentors and employees so both parties will know what is expected of each other in a mentor/employee relationship.

Mentoring	*Mentoring links employees with experienced professionals for career develop-ment. A mentor facilitates personal and professional growth in an employee by*
A Simple Definition:	*sharing the knowledge and insights that have been learned through the years.*

Note to CLD participants: <u>You</u> are responsible for your career development. A mentor will provide you valuable advice and help you reflect on, and learn from, experiences, but it is up to you to take initiative, demonstrate your capabilities, and seize opportunities.

Note to Mentors: Relax ... depending on your approach to it, mentoring may be a very easy, natural process or a very sophisticated one. In fact, you've probably been mentoring employees for years (whether or not you called yourself a "mentor"!). **Do not hesitate to start off easy and natural**! The following material is not intended to complicate your view of the mentoring role, but rather clarify it - increasing your understanding, effectiveness, and enjoyment of that role.

Table of Contents

Acknowledgments

Mentoring: Questions and Answers

> **Q1: Why Should I Get Involved in Mentoring?**

A1: Most people think of mentoring as a benefit to the employee being mentored, but there are also many benefits to the mentor and the organization.

For the Mentor:

• **Career advancement for the Mentor** - Becoming identified as a "star-maker" attracts highly qualified, high potential individuals to the mentor's division/organization; having employees to assign special projects to can build the mentor's reputation for getting things done; and developing others to follow in your footsteps can facilitate the mentor's upward advancement.

• **Information Gathering** - CLD participants can be a great source of organizational data, feedback, and fresh ideas. Because serving in a senior level position can isolate executives and managers, CLD participants can serve an important link in keeping communication lines open. Also, while the mentor may possess the "hard facts" about organizational issues, CLD participants may provide important feedback about how people at different levels of the organization view things.

• **Personal Satisfaction** - Mentors generally report a sense of pride from watching the employees they mentor develop, and a sense of contribution to the organization. It is an opportunity to pass on your legacy to the next generation of employees.

• **Sharpened Management/Leadership/ Interpersonal Skills** - Mentors sharpen their own skills as they challenge and coach the employees they mentor. In fact, mentoring is an important management competency in the CLD continuum.

• **Source of Recognition** - Good mentors are well-respected at all levels of the organization.

• **Expanded Professional Contacts** - Mentors develop many rewarding professional contacts by interacting with other mentors and with contacts made through and for the employees they mentor.

For the Organization:

• **Increased Commitment to the Organization/ Reduced Turnover** - Mentoring increases employees' understanding and acceptance of organizational goals and values, and helps employees feel like they are an integral part of the organization.

• **Improved Performance** - Both mentors and the employees they mentor have an opportunity to expand their technical, interpersonal, and leadership skills through the relationship. More specifically, mentoring helps employees identify and prepare for positions which best fit their needs and interests; in turn, this benefits the organization by enabling it to fill positions with the most capable, motivated personnel. Mentoring is functionally efficient, because instead of floundering on their own, employees are helped by their mentors to develop more direct road maps. The use of CLD participants for special projects and rotational assignments also provides a mechanism for meeting special organizational needs.

• **Improved Flow of Organizational Information** - Mentoring encourages the sharing of organizational information between organizational levels; mentored employees often serve as "linking pins."

• **Management Development** - Mentoring reduces the haphazardness of management development; increases the effectiveness of developmental activities; and generally produces managers who are comfortable with the responsibilities of senior level positions and are able to mobilize people and resources.

• **Managerial Succession** - Mentoring facilitates the smooth transfer of organizational culture, values, and other key components to the next generation of leadership.

• **Recruitment** - A mentoring program makes the organization more attractive to potential employees because it shows the organization cares about its employees.

For the Mentored Employee:

• Mentoring builds confidence and encourages the individual to grow beyond the usual expectations.

• The employee is provided a role model and sounding board.

• Mentored employees have a better understanding of the organization and what is needed to succeed and advance.

• The employee has an opportunity to work on challenging and interesting projects, try more advanced tasks, and demonstrate capabilities. In doing so,

the employee may receive more visibility.

• Studies have indicated that mentored employees report greater career satisfaction and their performance and productivity ratings tend to be higher.

Q2: What Does a Mentor Do?

A2. A mentor is a person who oversees the career and development of another, usually junior, person. **Most simply stated, a mentor helps an employee clarify career goals and develop, and execute, an Individual Leadership Development Plan (ILDP).**

The literature on mentoring varies as to the number and titles of roles a mentor plays, but generally fall into the following categories: Coach, Teacher, Motivator, Counselor, Guide, Door Opener, Advisor, Role Model, Sponsor. A mentor:

♦ Coaches an employee in enhancing skills and intellectual development;

♦ Passes along organizational information (structure, politics, personalities);

♦ Provides candid feedback to the employee about perceived strengths and developmental needs;

♦ Points out opportunities for the employee to develop and demonstrate capabilities (as well as pointing out pitfalls to avoid);

♦ Advises the employee on how to deal with real or perceived road blocks;

♦ Serves as a sounding board;

♦ Encourages and motivates the employee;

♦ Builds the employee's sense of self and level of self-confidence; and

♦ Links the employee with others who can enhance the employee's learning.

A mentor helps an employee transition from the relatively narrow focus of technical work to the more complex field of management and leadership. Through this transition, the mentor provides a role model for success.

Q3: How Does Someone Find/Get a Mentor?

A3: First and foremost, mentors and employees should **"self select each other."** When looking for a mentor, a person should spend a lot of time **thinking about his or her mentoring needs** and investigating possible mentors. A good way to do this is by "**asking around**" to get feedback about who might be an appropriate mentor for the individual. Good sources of information are first and second level supervisors and others who know the individual and/or prospective mentors. Also check to see if your activity has a directory of folks interested in serving as mentors. Before any commitments are made, individuals should **meet with a number of potential mentors** - that is, sit down with them and discuss career aspirations, what each person expects from the mentoring relationship, and learn more about each other as individuals.

Q4: Are there Any Guidelines on Who an Individual Can Ask to be His/Her Mentor?

A4. Yes. A mentor:

a) **should be someone <u>other than</u> the individual's first or second level supervisor;** and

b) **should be about two grade levels above the individual.**

The employee already has access to his or her first and second level supervisors and is encouraged to discuss career goals and developmental needs with them on a regular basis. Because of this already existing access, the employee should look for someone else to serve as a mentor. Also, there may be, at times, reluctance on the part of the employee to discuss some work related problems or career aspirations in a candid manner with folks in the immediate chain of command. Such a relationship could also create perceptions of favoritism, which should always be avoided.

Additionally, a mentor generally should not be more than two or three grades above an individual. A mentor who is very senior to the employee may be too far removed to be able to provide some kinds of very practical guidance on how the employee can get to the next step. Also, while many people would like to select senior leaders as mentors, there usually just aren't enough to "go around." Individuals looking for mentors should be mindful of this, and individuals asked to be mentors should consider their own time limitations before committing to serve as a mentor.

Q5: What is the Time Commitment?

A5. The amount of time a mentor and employee choose to invest in the relationship varies greatly, based on the needs, expectations, and desires of both parties. The greatest commitment of time is generally in the beginning of the relationship, when the focus is on getting to know each other and developing the initial version of the employee's ILDP. Before the mentor connection is even agreed upon, during the "interview" phase, the amount of time each person is expecting and willing to commit should be discussed. As the relationship evolves, the time spent together will naturally evolve based on the distinct relationship.

Q6: What else should an Employee consider when looking for a mentor?

A6. In looking for a mentor, consider work and communication styles that are right for you. Know what you want from the relationship, based on your current situation, and think about the skills you'd like to develop and your career plans. Have realistic expectations: relationships may not last a lifetime and most cannot fill every need because mentoring styles vary. Some important things to consider include (in no particular order):

• What are your career goals and needs?
• Does the mentor have knowledge and experience in related areas, or better, in many areas?
• Is the mentor at the right level of the organization (i.e., two or three grade levels above, not too far up?
• Is the mentor good at what he/she does?
• Is the mentor an achiever?
• Is the mentor a good role model?

• How does the organization judge the mentor? Is he or she well respected?
• What is the mentor's ability to develop alliances within the organization?
• Is the mentor supportive and respectful of others?
• Does the mentor value the Navy, enjoy the challenges, and understand the vision, mission, and values of the larger organization?
• Will the mentor be available for uninterrupted, quality meetings?
• Will you feel comfortable talking with the mentor honestly; do you trust him or her?
• Will the mentor take a genuine interest in your development? Is he or she enthusiastic about mentoring?
• Will the mentor give you honest feedback about yourself and your developmental needs?
• Can the mentor help you find opportunities to gain visibility/demonstrate your capabilities?
• Will the mentor give you candid information about the organization, and be willing to share knowledge, experience, insights?
• Is the mentor a good teacher/coach/motivator?
• What do other employees say about the mentor, as a mentor?
• What are the mentor's expectations?

Q7: Can Military Officers Serve as Mentors to Civilians?

A7. Absolutely. In fact, military officers generally have a very broad perspective - an important leadership characteristic - because of the mobility and variety of positions military officers hold throughout their careers. While an individual may hesitate to select a military mentor because the mentor may rotate to another location, the relationship could still

continue and/or the employee could select another mentor at such a time.

Q8: Can a Mentor be from Another Organization?

A8. This is certainly possible, but should be given careful thought. A drawback is that an outside mentor may not have much knowledge of the internal operations, issues and priorities of the employee's organization, or know many key people in the organization. This could limit the mentor's ability to help the employee identify developmental and career opportunities within the organization. In such a case, an individual may wish to find a second mentor, within the organization. Another consideration is geographic proximity - a mentor and employee who do not work in close proximity to one another tend to have a difficult time cultivating the relationship.

Q9: Is There a Limit on How Many Employees a Person Can Mentor?

A9. No. Each mentor should decide what is most suitable for him or her based on individual preferences and time constraints.   Mentors should not hesitate to refer employees elsewhere when they feel they have reached their personal limits.

Q10: Can a Person have More than One Mentor?

A10. Especially in today's environment, the more viewpoints, information, and perspectives a person taps into, the better. To be successful, an individual must be able to develop and maintain many alliances from across, and outside of, the organization. Because of the time and energy that typically is committed to a specific mentoring relationship, it may be difficult to juggle more than one. However, developing relationships so you can turn to many different, respected individuals for advice is very wise.

Q11: What do Employees Say they Most Want/Expect from a Mentor?

A11. When employees are asked what they want or expect from a mentor, typical responses include:

• Encouragement
• Support
• Honesty
• Candid Information & Advice
• "Big Picture" View
• Guidance
• Suggestions
• Honest Appraisal of Capabilities
• Help with "Vision"
• Assistance in Making "Good" Choices
• Information on Opportunities Available/Possible Help in Defining & Reaching Goals
• Benefit of Mentor's Experiences: What Did and Did Not Work
• An Effort to Really Understand Employee's Abilities & Concerns
• Help in Setting Up Rotational Assignments
• Availability, without Interruptions
• Non-Attribution, Honest Discussions about Tough Issues

• Assistance in Formulating a Cohesive Plan
• Help Developing a "Network" - Introduction to "Key Players"
• Idea Stimulation, Insight to Career Paths.

Q12: What are Some Characteristics of a Good Mentor?

A12. The following behavior-related characteristics typify ideal mentors:

Supportive - supports the needs and aspirations of the employee; encourages the employee to accept challenges and overcome difficulties.

Patient - patient and willing to provide adequate time to interact with the employee.

Respected - has earned the respect of people within the organization; others look to the mentor as a positive role model.

People-Oriented - genuinely interested in people and has a desire to help others; knows how to effectively communicate and actively listen; able to resolve conflict and give appropriate feedback.

A Good Motivator - inspires the employee to do better/stretch potential, through encouraging feedback and challenging work assignments.

Respectful of Others - shows regard for well-being of others; accepts the employee's minor flaws, just as the employee must accept minor flaws of the mentor.

An Effective Teacher - helps to manage and guide the employee's learning - this means actively trying to recognize and use teaching/learning opportunities (the opposite of a "sink or swim" approach).

Self-Confident - appreciates an employee's developing strengths and abilities, without viewing them as a threat; enjoys being a part of an employee's growth and success.

An Achiever - sets lofty career goals, continually evaluates them and strives to reach them, takes on more responsibility than is required, volunteers for more activities, and climbs the "career ladder" at a quick pace - and inspires the employee he or she mentors with the same drive for achievement.

Values DON and Work - takes pride in the Navy, relishes the everyday challenges that typically arise, understands the mission, vision, and values of the Navy, and supports the Department's initiatives - and can interpret these for the employee.

Q13: What Should Prospective Mentors Look for in Employees They Might Mentor?

A13. Making a mentor/employee connection is not just about an employee interviewing and selecting a mentor! Both must consider their own, and the other person's interests and expectations. Before agreeing to mentor a particular employee, the prospective mentor may look for the following in the employee:

Competence, credibility
Ambition
Desire to learn
Commitment to the organization

Initiative; eagerness to learn
Desire and ability to accept more senior level responsibilities;
Loyalty
Similar perceptions of work and the organization
Ability to establish alliances
Ability to work as a team player
Ability to learn and demonstrate organizational savvy
Candid information and feedback; conduit of organizational information
Ability to keep confidences
Positive attitude

Q14: What are the Responsibilities of the Employee Being Mentored?

A14. The employee must be an active participant in the relationship (after all, it's his or her career). In particular, employees must:

  Prepare - do appropriate "homework" for meetings with the mentor.

  Develop - work to achieve skills, knowledge, and ability.

  Be Flexible - listen to the mentor and consider new options which may be proposed.

  Take Initiative - Seek the mentor's advice when needed.

  Focus on the Goal - Don't get lost in the process. If it is not clear, ask the mentor how the process leads to the goal.

Q15: What is Most Important in a Mentoring Relationship?

A15. There are five essentials for a successful mentoring relationship. Both the mentor and the employee must want the relationship to work. Watch for signs of "lopsided" mentoring: both the mentor and the employee should be committing appropriate time and energy to the process. Five things are essential:

1. **Respect** - established when an employee recognizes knowledge, skills, and abilities in the mentor that he or she would like to possess; and when the mentor appreciates the success of the employee to date and the employee's desire to develop his or her capabilities, experiences, and value to the organization.

2. **Trust** - is a two-way street. Mentors and employees should work together to build trust, through communicating, being available, predictability, and loyalty.

3. **Partnership Building** - The mentor and employee are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other's expectations. Activities that can help you overcome these barriers include:

  Maintaining communication
  Fixing "obvious" problems
  Forecasting how decisions could affect goals
  Frequent discussion of progress
  Monitoring changes

Successful partnerships develop through:

• The expressions of enthusiasms which both have for the relationship.

• Activities of idea exploration and successful problem solving which create an atmosphere of emotional acceptance of each other.

• Strategies and tactics of change which move slowly enough to be monitored and adjusted to assure optimum growth and success of the employee.

4. **Realistic Expectations & Self Perception** -A Mentor should encourage the employee to have realistic expectations of:

• The **employee's capabilities**

• **Opportunities** in terms of present and potential positions

• The **energies and actions the mentor will commit** to the mentoring relationship

• **What the employee must demonstrate** to earn the mentor's support of his or her career development

A mentor may help define the employee's self-perception by discussing social traits, intellectual abilities and talents, beliefs, and roles. It is important for the mentor to always provide **honest feedback**.

5. **Time** - Set aside specific time to meet; do not change times unless absolutely necessary. Meet periodically, and at mutually convenient times when you can control interruptions. Frequently "check in" with each other via informal phone calls, etc. (it's a good idea to schedule even informal activities to assure regular contact).

Q16: How Does a Mentor Know What an Employee's Developmental Needs Are?

A16: In addition to talking with the employee about what he or she perceives to be his or her strengths and developmental needs, there are a number of different leadership assessment instruments. The DON Civilian Leadership Skills Inventory is an assessment tool that is tailored to the Navy civilian leadership competencies. It provides feedback to the employee on what other people perceive to be his or her strengths and developmental needs. The feedback comes from the employee's supervisor, co-workers, and direct reports. This, or another similar tool, should be available through your activity. It will provide useful "baseline data" to know where to focus developmental activities. Other discussion tools are included in the Building Mentoring Skills section of this handbook.

Q17: Who will See the Results of My Leadership Effectiveness Inventory?

A17: The results will be given directly to the CLD participant only. Participants are strongly encouraged to share the results with their mentors and supervisors as they work to identify appropriate developmental activities (which should be tied directly to the participants specific developmental needs). A participant who does not feel comfortable sharing the data with his or her mentor should find a mentor with whom he or she can trust and feel comfortable

enough to do so.

Activities may generate aggregate and trend analysis data (for example, to identify target areas for training) but individual employee data will be kept confidential.

Q18: What Types of Activities Can A Mentor Suggest Besides Formal Training?

A18: Formal training is just one, small part of leadership development. When thinking about appropriate developmental activities, be creative! Some things to consider:

• Reading books, articles, journals, Gov't/DoD/ DON news publications, etc.

• Trying new projects/special assignments

• Covering for employees who are on TDY/detail/leave

• Temporary details (rotational assignments) to other positions

• Giving presentations

• Assuming lead person responsibilities

• Joining or chairing PATS/QMBs

• Involvement in "Corporate projects/task forces/ organizational change efforts

• Representing the supervisor at meetings

• Switching jobs with a coworker for a short period of time

• Professional society participation

• Conferences/symposiums

• Activity presentations/special events

• Authoring professional publications

• Teaching subject matter courses

• Mentoring a junior employee

• Observation experience (then practicing desired skills)

• Informational interviews

• Participation on selection panels

• Community service

Q19: What Can I Do If My Activity/Organization Does Not Have Much Money for Training?

A19: There are many low cost and no cost developmental activities that can be highly effective in building management and leadership skills. Refer to the answer to question 18 for some ideas.

Q20: Who should be Responsible for Scheduling Meetings/Interactions?

A20. In a good mentoring relationship, both parties contact each other regularly. Meetings outside the office (for example, having breakfast or lunch together) may be particularly beneficial in building an informal, trusting relationship where candid discussions can take place.

Q21: What if a Mentor is a Rating or Selecting Official for a Position for which Someone He/She Mentors is Applying?

A21. In almost all selection processes, rating and selecting officials know at least some of the candidates. Cases where a mentor and an employee he or she mentors are involved are no different: there must always be strict adherence to merit principles and processes.

Q22: How Will Attainment of Leadership Competencies be Tied to Selections for Supervisory and Managerial Positions?

A22: The Civilian Leadership Development instruction (SECNAVINST 12410.24 of 8/24/95) states that "Possession of leadership competencies will be considered in the selection for supervisory and managerial positions. They must be reflected as knowledge, skills, and/or abilities in vacancy announcements when such announcements are issued, and applicants will be encouraged to address how they acquired the individual competencies." Applicants to supervisory and managerial positions can expect to be asked to address their leadership skills and how they have demonstrated them.

Q23: What are the Boundaries Around the Types of Advice a Mentor Can Give?

A23. Again, mentors should follow regular standards for appropriateness. While personal rapport and candid feedback are both characteristics of good mentoring relationships, advice should be career related. Mentors should take care to always respect the private lives of those they mentor, particularly when it comes to giving advice.

Q24: What are Some Signs of a Successful Mentoring Relationship?

A24. Some signs that a mentoring relationship is successful are:

The mentored employee is open to change and transition, to exploring possibilities, helping others, and learning from others.

Both parties are inspired by the relationship and gain a great deal of satisfaction from it.

There is a commitment to understanding and growing, and to confronting and working toward solutions to problems that may arise.

The employee feels a bond or connection with the mentor, experiencing the relationship as one of value in which mutual interest, respect, and straightforward communication are constants.

The employee is comfortable going to the mentor when counsel and support is desired. The employee takes responsibility for meeting his/her own needs in the relationship.

The mentor shows the employee new aspects of his or her potential, helping the employee learn about him or herself.

The mentor has established a comfortable environment for learning and discussion, and enjoys watching the employee grow.

When it comes time to separate, the relationship is on equal footing and the employee regards the mentor as a friend or peer he or she can seek for advice in the future. Because of the relationship, the employee has increased self-knowledge, self-acceptance, and self-confidence.

Q25: What is a Mentor Not Able to Do?

A25. A mentor should never be used to bypass normal and appropriate procedures or chains of command, or to exert pressure or influence on an individual, such as the employee's supervisor, who is the appropriate decision authority. For example, if an employee's supervisor denies a particular request for training or a rotational assignment, the employee should not request or expect the mentor to intervene. In such a case, the employee, if dissatisfied, should discuss the matter with his or her supervisor - perhaps offering alternatives that would meet both the individual's and the organization's needs. If still dissatisfied, the employee should pursue the issue through the appropriate chain of command.

A mentor clearly cannot guarantee promotions. Likewise, when providing assistance for developmental activities a mentor must be careful not to give any unfair advantage to the employees they mentor. As always, mentors must keep in mind not only the procedures but also the spirit of merit principles.

Q26: What is the Supervisor's Role ?

A26. Supervisors have a very important, but challenging role. Like mentors, they provide advice, feedback, and support. They should work closely with the employee in putting together an Individual Leadership Development Plan and identifying and supporting specific developmental activities. The supervisor should provide the employee with candid feedback about what he or she observes to be the employee's strengths and developmental needs and should help the employee reflect upon and learn from the employee's on-the-job experiences.

Unlike mentors, supervisors are the one's faced with the immediate need of "getting the job done" when employees are participating in developmental activities, adhering to the budget constraints of their unit, and ensuring equitable access to developmental opportunities for all work unit employees. While a supervisor may very much want to support the employee's developmental activities, and is expected to do so, the supervisor must balance this with these other considerations. The supervisor is the authority to approve participation in developmental activities, or deny participation for workload, budgetary, or other appropriate considerations. It is very important for an employee and his or her supervisor to discuss each other's expectations.

Often times, some level of negotiation will be necessary. If an employee is dissatisfied with a supervisor's decision about a developmental matter, he or she should try to resolve the issue at the lowest, most appropriate level; that is offer and discuss with the supervisor possible alternatives which would meet both individual and organizational needs. As discussed in the answer to the previous question ("What is a Mentor Not Able to Do?"), employees should not ask a mentor to exert pressure on a supervisor.

Q27: Should An Employee's Mentor and Supervisor Talk?

A27. It is a good idea for an employee's mentor and supervisor to communicate with each other occasionally. This can facilitate the identification of appropriate developmental activities and prevent problems associated with differing needs, perspectives, and priorities.

Q28: What If My Mentor Suggests a Particular Developmental Activity but My Supervisor Says "No"?

A28. Your supervisor/immediate chain of command has the authority to approve or deny developmental activities. Please refer to the answers to questions 23 and 24 for additional guidance.

Q29: Why Are Leadership Development Needs Reviewed at the Same Time As Performance Appraisals?

A29. As you review your performance and discuss your performance objectives for the upcoming year, it is an appropriate and natural time to identify your developmental needs and appropriate developmental activities for the upcoming year. You will not be rated on your leadership development activities.

Q30: Will CLD Participants be Certified for Each Civilian Leadership Competency?

A30. No. Competency development is expected to be a continuous endeavor. As employees move through their careers, they will need to enhance their skills and abilities in the different competency areas. The competencies are displayed in a continuum to reflect the notion that as you assume positions of increasing responsibilities, the level of skill required in the competencies used in lower level positions is amplified. For example, "interpersonal/team skills" is listed as a foundation competency, but the level and complexity of interpersonal and team skills required increases with position level. Employees should frequently reflect upon their abilities in all of the competency areas, based on the demands of their current positions and the demands of those positions to which they aspire.

Q31: When Does a Mentoring Relationship End?

A31. Good mentoring relationships may end when the employee has outgrown the need for the mentor's guidance and direction. At this point, the relation-

ship generally evolves into a strong friendship, in which the two see each other as peers.

Other mentoring relationships end because they fail to become productive and comfortable. The mentor and employee may never establish rapport, or one or both parties may not commit adequate time or effort. There may be a failure to communicate goals, needs, intentions, or expectations. The likelihood of this happening is greatest when employees and mentors are "matched" by a third party, or agree to the relationship without much consideration and discussion about needs and expectations.

The relationship may also end if either the mentor or employee relocates to another area or leaves the organization. While it is not necessary for the relationship to end in these instances, it sometimes becomes difficult to communicate regularly or, for the mentor to give knowledgeable advice about organizational issues.

Both mentors and employees should feel free to end Mentoring relationships which are not meeting expectations. In most cases, if one party feels it is not working, the other feels the same. At this point, the employee should be encouraged to find a new mentor.

> **Q32: How do Mentors Get Trained to be Mentors?**

A32. Mentors should talk with their activity's point of contact for Civilian Leadership Development. This individual can provide you with specific information about DON's Civilian Leadership Competencies, Individual Leadership Development Plan., individual needs assessment tools, and developmental opportunities. Mentor training should also be available through each command/activity.

References:

"Design Productive Mentoring Programs," "INFO-LINE," American Society for Training and Development, Sept 1986, Issue 609.

"Mentor Handbook," Office of Civilian Personnel Management, Dept. of Navy, June 1993.

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Note Taking Page

Stages of Mentoring

Mentoring consists of different stages reflecting the employee's learning and growth needs. Each stage may require the mentor to assume different mentoring roles. The stages actually blend into each other. The roles listed under a stage are not exclusive to that stage, but indicate when mentors are most likely to begin performing that role. With this in mind, you can brush up on the necessary skills to perform the role effectively. The four main stages of mentoring are:

- Prescriptive
- Persuasive
- Collaborative
- Confirmative

1. PRESCRIPTIVE STAGE

In the first stage of mentoring, the prescriptive stage, the employee usually has little or no experience at the job or in the organization. This stage is most comfortable for the novice, who depends heavily on the mentor for support and instruction. This is where the mentor is directing, ordering, and advising the employee. During this stage, the mentor primarily assumes the roles of:

- Coach
- Teacher
- Motivator

During this stage, the mentor gives a lot of praise and attention to build the employee's self-confidence. The mentor devotes more time to the employee in this stage than in any of the other stages. The mentor focuses on providing detailed information to the employee on many, if not all, workplace issues and procedures. The mentor thinks of the employee as a "sponge" — soaking up every new piece of information provided. The mentor shares many of his or her own experiences, "trials," and "anecdotes" during this stage, giving examples of how he or she or others handled similar tasks or situations and with what consequences.

2. PERSUASIVE STAGE

The second stage requires the mentor to actually persuade the employee to find answers and seek challenges, rather than getting them from the mentor. The employee usually has some experience, but needs firm direction. The employee needs to be prodded into taking risks. The mentor suggests new strategies, questions, challenges, and pushes the employee into discoveries. Generally, the additional roles the mentor assumes during this stage are:

- Counselor
- Door Opener
- Guide

3. COLLABORATIVE STAGE

In this stage, the employee has enough experience and ability to work together with the mentor to jointly solve problems and participate in "more equal" communication. In this stage, the employee actively cooperates with the mentor in his/her professional development plans.

The mentor may allow the employee to take control and work independently. For instance, the mentor gives the employee a piece of an important project to do independently, with little or no guidance. In this stage, the mentor is likely to pick up the following roles:

• Career Advisor   • Role Model

4. CONFIRMATIVE STAGE

This is the stage in which the employee has a lot of experience and has mastered the job requirements, but requires the mentor's wisdom and professional insight into policies and people. In this stage, the mentor may perform many of the previously practiced roles. Most importantly the mentor is a sounding board and empathetic listener. The mentor gives advice and encouragement in a non-judgmental manner about career decisions. In this stage, the mentor will play a significant role which he/she may not have played before:

• Sponsor

In order to determine at which stage to begin the relationship, the mentor and the employee must consider:

• What are the employee's knowledge, skills, and abilities?
• What is the employee's level of experience?
• What type and amount of guidance and support does the employee need?

These questions can be answered through discussions with the employee, by observing the employee at work, or by consulting with others who know the employee such as his or her supervisor.

Mentoring relationships may follow all four stages, or only several of these stages. In fact, there is such a fine line between each stage that frequently it is difficult to tell when one stage ends and another begins. The mentor needs to continually evaluate the mentoring relationship as it evolves, and determine when it is time to alter the mentoring roles. The mentor must keep in mind that the relationship will stagnate if the mentoring style remains in a stage that the employee has outgrown.

Building Mentoring Skills

Each role a mentor takes requires special skills. This section will assist you in improving mentoring skills. All roles require highly developed active listening skill and quality meeting settings.

MEETING

To establish trusting and open communications in the relationship, make the employee feel comfortable in your one-on-one meeting settings. Be aware of the employee's reactions to the meeting setting. Feel free to ask the employee if the meeting setting is comfortable.

LOCATION

Is the employee more comfortable in your office or at some other place? This could relate to a variety of issues such as confidentiality, formality of setting, and travel time. Consider the following:

• Appropriate space

Consider how space can relate to power and create an intimidating atmosphere. A large desk may be seen as a barrier between you and the employee. However, most people feel their personal space is invaded if you are positioned too near to them while speaking. Try to strike a balance. The distance may be bridged by positioning chairs near each other. Proper physical distance may be achieved by using a side table setting.

• Lack of distractions

Try to eliminate interruptions such as phone calls, visitors, visible reading and work materials. Provide "quality" meeting time, giving full attention. You may have to get out of your office to do this.

MANNERISMS

The following mannerisms also contribute to create a comfortable atmosphere.

• Eye contact

Use appropriate eye contact. Be sensitive to cultural differences in what is considered appropriate eye contact. For example, in some cultures, direct eye contact is considered appropriate during listening and speaking. Whereas in other cultures, dropping or averting the eyes during listening shows respect, and direct eye contact during speaking is appropriate.

• Gestures

Supplement your speech with facial and hand gestures. You can show enthusiasm by nodding approval, smiling, or shaking the other person's hand. However, don't be artificial. Don't "fidget" or play with papers.

• Open body posture

Keep an open body posture. Rest your arms casually at your side or on a surface, rather than folding them. Try leaning forward as if eager to hear what is said.

AGENDA

As with *any* meeting, an agenda or clearly stated pur-

pose will help your meeting to be productive. When setting up the meeting, determine the purpose in advance. This helps you:

- **Allot an appropriate time frame**
- **Come prepared**
- **Avoid surprises**
- **Determine if the meeting was a success**

At the end of each meeting, plan on when the next meeting should be and for what purpose. Agree that if either of you finds it appropriate to request a meeting in the interim, you will tell the other the purpose. Then don't change the purpose of the meeting without mutual consent. For, example if you are planning to meet to work on the Individual Leadership Development Plan, and the employee has experienced a significant problem on the job, you may need an interim "counseling" meeting. The ILDP should probably not be worked on during the counseling meeting, unless you both agree that the combined purpose meeting would make sense.

INTERPERSONAL STYLE

The way you interact with the employee affects your natural preferred behavioral style, despite your best efforts to follow the tips in this handbook. For example, one of you may prefer to intersperse business conversation with humor, while the other may not. One may prefer to talk about the big picture before discussing details, while the other may prefer to get the facts lined up before dealing with a large issue. One may focus on logic while the other focuses on feeling. Being aware of your personal style and the employee's interpersonal style may be a critical factor in the comfort level of your meetings. You may discover differences in style gradually or you may

compare notes from a behavioral style questionnaire or assessment tool. Either way, a mentor should be conscious of style differences and be flexible in style practices in order to contribute to positive and comfortable communication with the employee. If you are open about this attempt on your part, you may also teach the employee to recognize the importance of flexible style in his/her interactions with you and with others.

LISTENING

ONE-WAY LISTENING

One-way listening, also known as **passive listening**, occurs when a listener tries to understand the speaker's remarks without actively providing verbal responses. The listener may deliberately, or unintentionally, send *non-verbal feedback* through eye contact, gestures, smiles, and nods. However, there is no verbal response to indicate how the message is being received.

Sometimes one-way listening is an appropriate way to listen. If the employee wants to "air a gripe," vent frustration, or express an opinion, you may want to practice one-way listening. The employee may not want or need a verbal response, rather he/she may only want you to serve as a "sounding board." One-way listening is also appropriate when you want to ease back mentally. It would be a mistake to interrupt during this time to tell a good joke or story.

TWO-WAY LISTENING

Two-way listening, also known as **active listening**, involves *verbal feedback*. There are two types of feedback that you can use as a listener.

The questioning response is one type of verbal feedback. By asking a question about what the employee said, you get the employee to elaborate on information already given. The additional information may clarify or confirm your understanding.

The paraphrasing response is a second type of verbal feedback. You demonstrate understanding by rephrasing the employee's ideas in your own words. Doing this helps you avoid selective listening, which is responding only to the parts of a conversation that interest you. You can summarize the employee's points by saying, "Let me make sure I'm with you so far..." or "The way you see the problem is...."

CONCENTRATION

Strengthening your listening skills by:

Holding back judgments: Learn not to get too excited or angry about the employee's comments until you're sure you understand them. Do not immediately draw any conclusions about whether the meaning is "good" or "bad". Reduce your emotional reactions.

Listening for the main points: Focus on the employee's most important ideas. Make a mental outline of the main points. Relate other ideas to the main points.

Resisting distractions: Try to ignore outside noises or people. Control as many distractions as possible. For example, do not take phone calls during your meetings. Focus on the employee's facial expressions.

Use excess thinking time appropriately: On an average, people speak 125 words a minute. You think at almost four times that speed! Try to not let your mind stray while you're waiting for the next words.

Instead, use the time to "listen between the lines." Do this by observing and interpreting the employee's non-verbal messages, and mentally comparing them with the main points.

Listening for the whole meaning: Listen for feeling as well as fact. Pay attention to emphasis on certain words, phrases, or ideas. Note the use of emotional words which may reveal meaning. How the employee was affected by an event may be more important than the event itself. Be careful not to let personal prejudices or emotional words detract from your understanding of what the employee is saying.

COACHING

With a novice, you may need to perform the role of coach to help the employee learn specific job tasks or to overcome performance difficulties. When coaching, remember to do the following things:

1. **Describe** the behavior that you want from the employee.
2. **Remind** the employee why this skill is important.
3. **Explain** in detail how to approach the task/activity.
4. **Demonstrate** the desired behavior.
5. **Observe** the employee performing.
6. **Evaluate** the performance by giving feedback.

FEEDBACK

Coaching primarily involves feedback on performance. As a mentor, you must give two kinds of feedback:

• **Positive feedback**: to reinforce correct behavior

• **Constructive feedback**: to change behavior that is

incorrect or needs improvement.

Both types of feedback are critical to the employee's professional growth. If you know how to provide feedback to the employee, you can perform the role of coach more easily. Feedback should be:

• **Frequent**. Give frequent constructive feedback so the employee will have a clear understanding of his/her progress.

• **Economical.** Give concise quality feedback which will be better understood and appreciated.

• **Specific.** Focus the feedback on what, how, when, and why.

* **Direct.** Tell the employee what you have directly observed, not what you have heard from others.

When giving constructive feedback:

• *Don't use judgmental labels, especially not negative ones such as "immature" or "unprofessional."*
• *Don't exaggerate.*
• *Phrase the issue as a statement, not a question.*

When giving feedback to the employee, concentrate on the behavior that you would like the employee to *do more of, do less of, or continue* performing. It is important that you do **not** give feedback when:

   • You don't know much about the circumstances of the behavior.
   • The time, place, or circumstances are inappropriate (for example, in the presence of others).

It's good practice to set up a regular schedule for providing feedback. The schedule should be based on individual need and development activities of the employee.

LEARNING FROM EXPERIENCE

As a mentor-teacher, share the wisdom of your past experiences and insights as a seasoned professional. Make a point to relate learning experiences, special anecdotes, and "trials" whenever appropriate. The employee not only learns from your errors, but also realizes that no one is perfect. It is this sharing of information that strengthens a mentor-employee relationship. The employee needs to learn there is more than one way to get things done.

With more sophisticated employees, your teaching role may be to assure that the employee learns as much as possible from developmental assignments. Learning from experience is not automatic. Employees are likely to assess developmental assignments in terms of how well or easily they accomplished a project, rather than assess it in terms of what lessons were learned. To help the employee learn from experiences, try discussing the experience with the employee this way:

   1. Have the employee give a concrete, detailed description of the experience. Probe for specifics on what was done and how problems were handled rather than generalizations on "how it went."

   2. Ask the employee to describe feelings about particular aspects of the experience. This is known as reflective observation.

   3. Have the employee explain what lessons were learned in the process. This leads to generalizations about technique, politics, interpersonal relations,

working with the rules, organizational culture, management styles, and functional interrelationships.

4. Based on the insights expressed in the above steps, get the employee to discuss possible strategies for future behavior in similar situations.

COUNSELING

During the course of the mentoring relationship, you may be counseling the employee on problems that stem from conditions outside of work, or from conflicts at work. You may also counsel the employee on how to make certain decisions. The role of counselor requires you to establish a trusting and open relationship. To create such a relationship, you need to stress confidentiality and show respect for the employee. You can promote confidentiality by not disclosing personal information that the employee shares with you. Show respect by listening carefully and attentively to the employee and by not interrupting while the employee is talking.

THE NON-DIRECTIVE APPROACH

As a mentor, you should be familiar with the non-directive approach to counseling. The focus of this approach is to let the employee discover problems and work out solutions that best fit his/her value system. This type of approach avoids the need for making a diagnosis. You don't want to assume the role of a psychoanalyst. Don't try to diagnose the employee's problem. A non-directive counseling approach requires you to use active listening skills. While listening to the employee, refrain from passing judgment. You should accept the different values and opinions of the employee without imposing your own values and opinions.

Make the employee feel comfortable and at ease. Show a genuine interest in the employee's welfare. Attempt to get the employee to "open up" with phrases such as:

- "I see, would you like to tell me about it?"
- "Would you help me to better understand your feelings?"
- "Why do you feel that way?"
- "OK...what happened?"

Reflection: As part of the non-directive approach, you should learn how to reflect upon what has been said by the employee. A non-directive approach does NOT mean that you are passive throughout the discussion. Any discussion, if it is to be productive, requires a give-and-take style. You should reflect on the employee's statements by restating the key point(s). Make sure you really understand what the employee is trying to tell you.

Silence: It is not unusual for a person to stop talking during a conversation to organize thoughts, focus opinions, interpret feelings, or simply catch his/her breath. You may feel great pressure to break the silence by saying something. Don't try to anticipate the employee's feelings or thoughts. This can lead the conversation off in the wrong direction. It is better to let the employee restart the conversation when ready and continue it at his/her own pace. This eliminates putting too much of your feeling and biases into the conversation. Let the employee voice his/her own feelings and thoughts.

Emotion: If the employee becomes emotional during your discussion, let him/her work through the feelings. After an emotional release, it is not unusual for a person to feel shame or guilt. If the employee wants to discuss this, you should allow him/her to talk freely about it.

Advice: It is better to let the employee arrive at his/her own solutions. (This helps the employee sharpen problem-solving abilities.) Of course you can give advice to the employee, but you need to emphasize that this advice comes from your own perspective or experience. If you are asked for advice, preface your statements with "From my experience...," or "The way I view the situation...," or "If I were in your situation, I would consider..." These statements help the employee understand that this advice is from **your** perspective. It is the employee's choice and responsibility to decide whether or not to apply it. Effective counseling should stimulate the employee's ability to independently solve problems or make decisions.

Personal Problems: Remember the more serious and personal the employee's problem, the more cautious you should be about giving advice. Confidences should be maintained. You should use considerable discretion in handling sensitive information. Realize that the employee may feel anxiety, apprehension, or fear about disclosing personal information to you. The employee may wonder how this information is going to be interpreted or acted upon. (This is where trust really is a factor.) You can refer the employee to the DON Employee Assistance Program (EAP) if you feel that the problem is too serious or personal.

DOOR OPENING

The role of door opener primarily involves helping the employee establish a network of contacts within DON, as well as outside the Department. The employee needs a chance to meet other people to spur professional, as well as social, development. As a door opener, you can introduce the employee to many of your own contacts to help build the employee's own network structure.

As a door opener, you also open doors of information for the employee by steering him/her to appropriate resources.

GUIDING

As a guide, you help navigate through the inner workings of the organization and decipher the "unwritten office rules" for the employee. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures your organization follows, the guidelines that are not always documented, and the policies under consideration.

As a mentor, it is important that you help the employee to understand the inner workings and "unwritten rules." Brief the employee on who does what, the critical responsibilities that each performs, and the personal/job styles involved.

You may also help the employee navigate in the "white waters" of change. How to deal with turmoil, downsizing, rapidly changing missions and organization structures are issues that may be of great concern to the employee.

CAREER ADVISING

Career advising involves helping the employee to set and meet career goals. Using the following steps may be helpful.

1. DETERMINE THE EMPLOYEE'S INTERESTS

This can be done by asking questions such as: What work activities do you enjoy or find satisfying? What did you like best about your last or present job? What are outside activities or organizations you enjoy? What are volunteer programs in which you are active?

Then you can help the employee focus on the types of tasks, jobs, or professions that would be suitable and, therefore, enjoyable, by categorizing the employee's interests into key areas.

2. IDENTIFY THE EMPLOYEE'S KNOWLEDGE, SKILLS, AND ABILITIES WITHIN THESE INTEREST AREAS

Keep in mind that a novice may have difficulty in doing this because people tend to:

  - Be modest and not want to "toot their own horn"
  - Recall only those skills necessary for a current job and discount skills learned in previous jobs or non-work experiences
  - Diminish their skills, thinking they're too common

Ask the employee:

What are your work responsibilities?
What knowledge, skills and abilities do you need to meet these responsibilities?
What do you believe are your strengths?
What would you consider to be your three most significant accomplishments?
Why do you consider these to be the most significant?

You can help the employee reveal knowledge, skills,

and abilities by forcing him/her to closely examine professional or personal accomplishments. The employee's supervisors would normally have valuable input for this analysis. As a CLD participant, the employee will learn more about his/her interests, skills, abilities, and preferred life-styles after benchmarking their leadership development skills.

3. HELP THE EMPLOYEE DEVELOP OR ISOLATE APPROPRIATE CAREER GOALS

Start with long-term goal setting (about 3-5 years) and work backwards. It is easier to identify short-term goals once you know what the long-term goals are. There are several factors to consider when setting career goals.

Goals should be:

Specific: Goals need to be clearly defined about what the employee wants to achieve.

Time-framed: Plan an overall time frame for goals with interim deadlines to ensure that the employee is moving toward these goals. It's important not to make goals too future oriented. Focus on a three-year time frame.

Results-oriented. Concentrate on the *result* of your efforts, not so much on the *activities* that are required to accomplish them. Activities are determined after the goals are set.

Relevant. The goals must be appropriate and in tune with DON, while moving the employee closer to the type and level of work that he/she finds challenging and enjoyable.

In determining interests and abilities to prepare for

goal development you may have discussed some social and personal interests which may have applicability to career planning. If you develop social or personal goals, in addition to career goals, try to make them relevant to the career. For example, a social desire to "interact with many people" may be turned into a career-related goal to achieve an elected position in a professional society.

Realistic: Goals must be within the employee's reach. The employee needs to feel challenged, but not incapable of reaching the goals. Consider the special talents of the employee and weigh these talents with the requirements of the position for which the employee strives. Help to create the right career "fit" for the employee.

Limited in number: You may want to create several career goals to eliminate the possibilities of the employee feeling "trapped," but avoid setting too many goals at once. Concentrate first on setting goals that will help the employee accomplish what <u>needs</u> to be done.

Flexible: Goals shouldn't be so rigid that adjustments can't be made. Sometimes changes in the employee's interests, or in Navy's missions, or the individual's workplace, will require altering the employee's goals.

4. TARGET THE AREAS THAT REQUIRE DEVELOPMENT

To target developmental areas, the employee needs to know the requirements of future positions. If you've never held the desired positions, talk to people who have, or ask your Human Resource Office for information about the position(s). If the employee is not a novice, let the employee do this research! Identify the critical knowledge, skills, and abilities that will be needed, for effective performance in the future. Weigh these against the knowledge, skills, and abilities that the employee already possesses. As a CLD participant, the employee has benchmarked his or her leadership skills. The employee's supervisor may be helpful in this identification.

5. CREATE A WRITTEN INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)

The best way to assure that goals are reached is to outline specific actions to take in order to achieve them. You can suggest several career building activities and alternatives such as:

• **Enrichment -** enhancing skills and responsibilities by seeking/accepting new tasks and assignments while remaining on the current job.

• **Reassignment -** moving to another position with different duties, without a change in pay.

• **Job Rotation or Details -** temporary/time-limited assignments into a variety of functions or related subspecialties to give breadth of perspective, usually ending by returning to the primary/original position or receiving a promotion.

• **Education or training -** taking skill courses, enrolling in academic programs, or self-study activities.

• **Professional organization membership -** participation in meetings, holding office, attending seminars/workshops/conferences, reading periodicals.

• **Change to Lower Grade -** often necessary to qualify for another occupation.

• **Observation and discussion** - participation in "cluster groups", "shadowing" assignments, interviewing others in the target occupation.

When academic training is appropriate, get the employee to consider several alternatives. Some courses have quotas. Timing is often critical. Some courses are pre-paid by the organization. Others may be reimbursed upon successful completion. Encourage the employee to accept personal responsibility for expenses or off-duty time commitment to achieve some goals.

6. DETERMINE SUCCESS INDICATORS

The employee needs to have a clear vision of what are the desired results of the developmental activity. The employee needs to be able to answer the question "How will I know I've succeeded?" It's not important what indicators you use, except that these indicators must be measurable and meaningful to the employee. Once you have an action plan in place, it will be an "enabler" to move the employee toward the career goals that you help to set under the role of advisor.

7. EVALUATE PROGRESS

Periodic meetings to evaluate progress toward the goals is the final step. This will provide the opportunity to reflect on what has been learned and to make adjustments as necessary. Marking/celebrating progress as interim goals are achieved can also be a motivational factor.

ROLE MODELING

As a role model, you are a living example of the values, ethics, and professional practices of DON. Most employees, in time, imitate their mentors; as the proverb states, "Imitation is the sincerest form of flattery." Setting an example may be your most effective teaching tool. The employee will learn a lot about you while observing how you handle situations or interact with others. For this reason, you need to be careful of how you come across to the employee. You must strive for high standards of professionalism, solid work ethics, and a positive attitude. You should give the employee an opportunity to learn the positive qualities of an experienced professional.

You should stop and think about what your own position and career field require in terms of self development. Show the employee what you have done and/or are doing to fulfill those requirements. Even if you are in a different position than the one to which the employee aspires, your personal example is important.

In teaching the employee how to think and learn and develop professionally, "attitude" and "style" are often the subtle subjects you will be developing in the employee. You may want to assure that the employee observes you demonstrating flexibility and variety in approaches to tasks or situations, so the employee can see different ways of getting things done. When possible, take the employee to various meetings or work-groups to observe you in different settings or situations, and discuss why you did certain things. This is sometimes referred to as "shadowing". Remember that the employee doesn't have to be just like you. You don't have to be the only role model that the employee imitates. Recommend several other role models for the employee to observe. Then help the employee create his or her own unique professional identity.

SPONSORING

A sponsor watches for, creates, or negotiates opportunities for the employee that may not otherwise be known by, or made available to, him/her. Opportunities can relate directly to the job or indirectly to the employee's overall professional development. The goal of a mentor is to provide as much exposure for the employee as possible, with a minimum of risks. Opportunities should challenge and instruct without slicing away the employee's self-esteem. The employee should not be set up for failure. New opportunities can increase the visibility of the employee but you must be careful in selecting them. Be alert to when the employee is ready to take on new challenges. It will be apparent to you when the employee has mastered required tasks and seeks more responsibility.

An obstacle that the employee may encounter is the attitude of others who believe that he or she is getting ahead by association with you rather than by advancing on personal merit. Be sure that when you give the employee visibility, others see his or her competence and abilities, not just your relationship. Do not let your sponsoring efforts diminish the employee's sense of self respect. In this regard, you may sometimes want to advise the employee of opportunities and encourage him/her to seek it out with your endorsement in hand, rather than making a referral or contact yourself. In this way the employee is an active participant in, rather than a passive recipient of, your sponsorship.

You may also find that the employee's supervisor is concerned about the mentoring relationship. Try to assure that your actions and suggestions on the employee's behalf do not undermine the supervisor. Keep the supervisor involved and informed as appropriate.

MOTIVATING

Most employees are highly motivated individuals with a thirst for success. You usually perform the motivator role only when the employee has a very difficult assignment and is afraid of failing. Through encouragement and support, you can motivate the employee to succeed.

ENCOURAGEMENT: One of the most effective ways to encourage the employee is to frequently provide positive feedback during an assignment or while the employee strives toward a goal. Positive feedback is a great "morale booster" that removes doubt, builds self-esteem and gives the employee a sense of accomplishment. Concentrate on what the employee is doing well and relate these successes to the employee.

SUPPORT: You can also motivate the employee by showing your support. Do this by making yourself available to the employee, especially during stressful periods. The employee who knows you are always available will not be intimidated away from asking questions and seeking guidance. Helping the employee to see an overwhelming task as manageable smaller tasks may be all the support needed.

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